

STANDARD 1 & 2 (Malawi) Year 1 & 2 (UK) Age 5 - 7

The Malawi Wildlife Conservation & Wildlife Guide is aimed at children in upper primary and lower secondary level and has been adapted here

SUBJECT	MALAWI/UK CURRICULUM THEME TOPIC UNIT & PAGES	Learning Objectives	INTERNATIONAL SUCCESS CRITERIA	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT 4 LEARNING	SUGGESTED RESOURCES
Science (Malawi)	Unit 1 Wildlife Conservation & Welfare	Learn about the difference between domestic and wild animals.	Demonstrate awareness of key difference between domestic (Any animal that depends on a human for food, water and shelter) and wild animals.	*Divide an area in two - label one area 'domestic' and the other 'wild'. Invite a few children to think of a favourite animal and then position themselves in the correct designated area. They can act in the manner of their chosen animal for others to guess what they are. Group discussion.	<ul style="list-style-type: none"> • Discussion • Role Play 	<ul style="list-style-type: none"> • Unit 1 Wildlife Conservation & Welfare
Science (UK)	Sc2 Variation and Classification	Group living things according to observable similarities and differences	Pupils communicate observations of a range of animals, grouping them into 'domestic' and 'wild'.	<p><u>ACTIVITY A</u></p> <p>* Discuss the key differences between domestic and wild animals around the world.</p>	<ul style="list-style-type: none"> • Discussion • Role Play • Small world 	<ul style="list-style-type: none"> • Pictures of animals (domestic and wild) • Small world farm set/zoo/ wild animals • Video clip 'A comparison of wild and domestic cats'

<p>Science (Malawi)</p>	<p>Unit 1 Wildlife Conservation & Welfare</p>	<p>Learn that wild animals live in different habitats around the world.</p>	<p>Pupils demonstrate knowledge through discussion about the different habitats around the world and which animals are likely to live in them.</p>	<p>* Sort pictures to group. *Role play as detailed above. *Small world play - farm set / wildlife park / zoo</p> <p><u>ACTIVITY B</u></p> <p>Discuss different habitats in which animals live around the world e.g. hot countries, cold countries (Arctic), jungle, savannah.</p>	<ul style="list-style-type: none"> • Discussion • Group work to brain storm ideas to feed back to class 	<ul style="list-style-type: none"> • Unit 1 Wildlife Conservation & Welfare • Picture of a polar bear/artic
<p>Science (UK)</p> <p>Social and Environmental Studies (Malawi)</p> <p>Citizenship (UK)</p> <p>PHSE (UK)</p> <p>Art & Design (UK)</p>	<p>Sc2 Living things in their environment</p>	<p>Identify similarities and differences between local environments and ways in which these affect wild animals.</p>	<p>Pupils demonstrate knowledge through discussion about the different habitats around the world and which animals are likely to live in them.</p>	<p>Teacher to ask learners class to imagine what it would be like for them to live in the Arctic. How they would feel if they were a polar bear in Malawi? Do they think they would survive? Why do they think this?</p>	<ul style="list-style-type: none"> • Discussion • Group work to brain storm ideas to feed back to class 	<ul style="list-style-type: none"> • Unit 1 Wildlife Conservation & Welfare • Picture of a polar bear/artic • Video Clip 'Mica and Luca playing'